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## A NEW PERIODICAL, ALL IN GREEK

Recently, there have come to my desk copies of a bi-weekly publication, a small four-page pamphlet, entitled *ΑΘΗΝΗ*, printed all in Greek, at the High School, Berkeley, California. The aim of this pamphlet is to support the cause of Greek.

The first number, dated November 14, 1916, contained Ancient Proverbs, two short stories, and the Lord's Prayer. The second number, issued November 28, contained an explanation of the way in which a fish became one of the first Christian symbols; Aesop's fable of the dog carrying a piece of meat across a river; an account of Athena; and, finally, the parable of the Sower, from the New Testament. Number 4 appeared on Christmas Day with contents which were in keeping with the day.

Miss Mary B. Clayes, teacher of Greek in the Berkeley High School, to whom, I may add, both the Greek Club and the new periodical owe their existence, writes, in answer to a request for the information, as follows:

"The Greek Club of the Berkeley High School was organized on September 21, 1908, by the teacher of Greek (Mary B. Clayes), for the sole purpose of creating an interest in the study of the Greek language among the students of the School, and also in the community at large. To this end illustrated lectures, free to the public, have been given by authorities on classical subjects, and the students have been presented in the original Greek scenes from Homer's *Iliad*, and an *Idyll* of Theocritus dramatized by the teacher.

From time to time papers are read by the students on Greek literature in its different aspects, as well as on studies of the great men of Hellas.

Classes are conducted, after School hours, in New Testament Greek; membership in these is purely voluntary.

A pleasant social relation is maintained by simple and informal social gatherings, and by luncheons. At such functions those who have given of their knowledge and time to the Club are entertained.

When printing was added to the School curriculum, the Greek Club put in a case of Greek type and the students and teacher have the opportunity of setting up their own bulletin in Greek and the benefit of the training that this implies.

The paper is edited and managed by the teacher of Greek, who is also its originator. The material in it furnishes sight translation work. Many other Schools have applied for copies for similar use.

The beginning classes in Greek are conducted in the printing office, where the students study the alphabet from the type, as children learn the English letters from blocks, and they are most enthusiastic and interested in the work. The advanced students set up their composition work after it has been duly corrected, and thus each student has an opportunity of receiving the benefit of training in accuracy that this work gives.

This last achievement—the publishing of a paper in Greek—is proving an important factor in arousing interest in the study of the Greek language, the surest and finest of all disciplines."

Miss Clayes herself sees to the 'make-up' and does the press-work.

There is no regular subscription price to the new Journal, but Miss Clayes will, I am sure, send copies of it regularly to any one who will send her fifty cents per year as a help toward covering expense of postage, envelopes, etc.

C. K.

## CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS

## IV

- American Mathematical Monthly—January, 1916, Digital Reckoning among the Ancients, Leon J. Richardson.  
 Athenaeum—Nov., The Greek Anthology = (Sir Rennell Rodd, Love, Worship, and Death: Translations from the Greek Anthology); (Harvard Studies in Classical Philology, 27); (Walters, Conway, and Daniel, Deigma, a First Greek Book).  
 Atlantic Monthly—Nov., Some Fallacies in the Modern Educational Scheme, A. E. Stearns [a reply to Abraham Flexner].  
 Columbia University Quarterly—March, In Tuo Lumine Videbimus [poem], N. G. McCrea.—Dec., Literature and Liberalism, N. G. McCrea.  
 Dante Society, Thirty-third Annual Report—Dante and Servius, E. K. Rand.  
 Dial—Nov. 30, (E. J. Banks, The Seven Wonders of the Ancient World; Bertha C. Rider, The Greek House).  
 Educational Review—Dec., Which First—Greek or Latin? E. H. Sturtevant.  
 Geographical Society of Philadelphia, Bulletin of, April 1916: Mount Etna. W. W. Hyde.  
 Harvard Graduates' Magazine—Dec., The Department of the Classics, C. H. Moore.  
 Literary Digest—Dec. 30, War on the Classics in Germany.  
 Michigan Schoolmasters' Club, Journal of, Fifty-First Meeting, 1916—Latin Inside and Out, Edwin L. Miller; By-Ways in the Teaching of High School Latin, Lena M. Foote.  
 Nation (London)—Dec. 2, (W. R. Paton, The Greek Anthology, with an English Translation. Vol. I, [A volume of the Loeb Classical Library]).  
 Nation (New York)—Nov. 30, A New History of the Roman Empire and the Middle Ages = (G. F. Young, East and West through Fifteen Centuries, Volumes 1 and 2); From Aeschylus to Maeterlinck = (C. E. Whitmore, The Supernatural in Tragedy).—Dec. 7, The Land and People of Homer = (Walter Leaf, Homer and History); An Encyclopaedic Mythology = (The Mythology of All Races: Volume 1, Greek and Roman Mythology, by W. S. Fox).—Dec. 21, Culture in the Melting-Pot, E. Sapir; Chaucer and the Classics, J. L. Lowes.  
 Old Penn—April 1, Philadelphia Society for the Promotion of Liberal Studies.—April 8, The Classical Association of the Atlantic States, Tenth Annual Meeting.—April 15, The Latin Department's Collection of Antiquities, IV: The Water Supply of Ancient Rome, R. G. Kent.—April 22, The Classical Association of the Atlantic States, Tenth Annual Meeting.—May 20, The Spirit of Italy, E. S. McCartney.—May 27, The Latin Department's Collection of Antiquities, V: Roman Lamps, R. G. Kent.  
 Outlook—Dec. 20, The New Books = (A. D. F. Hamlin, A History of Ornament, Ancient and Mediaeval; L. V. Ledoux, The Story of Eleusis).  
 Pennsylvania University Bulletins: Sixteenth Series, No. 6, Part 4, entitled Schoolmen's Week, April 12-15, 1916—The Classics Fundamental in Liberal Education, Andrew F. West.  
 Pennsylvania, University of, Law Review.—May, 1916, The Prosecution and Punishment of Animals and Lifeless Things in the Middle Ages and Modern Times, W. W. Hyde.  
 Rivista di Filosofia—Oct., Il Sentimento della Giustizia nei Tragici Greci, A. Gurrieri.  
 School and Society—July 8, The Curriculum of the Secondary School, H. C. Nutting.—Dec. 2, The Cumulative Argument for the Study of Latin, H. C. Nutting.  
 School Review—Dec., J. H. Breasted, Ancient Times, a History of the Early World (R. M. Tryon).  
 Science—Sept. 22 and 29, New Archaeological Lights on the Origin of Civilization in Europe, Sir Arthur Evans.  
 South Dakota University, Bulletin of—Nov. [series XVI, No. 9], The Educational Value of Latin and Greek, by members of the Faculty of the University of South Dakota [28 pages].  
 Spectator—Nov. 4, Via Sacra, A. J. de Havilland Bushnell; Compulsory Greek at Oxford, R. W. Macan.—Nov. 11, Dr. Smith's Classical Dictionary, John Murray; (W. Temple, Plato and Christianity).—Dec. 2, Life and Death, J. D. Craig Houston [Sir Oliver Lodge's Raymond and Plato's Phaedo, ch. 1vii]; Compulsory Greek, H. A. Jones, E. B. P., W. H. D. Rouse.—Dec. 16, Communis Sensus, A. D. G. and A. J. de H. Bushnell; Germans in A. D. 277 and in A. D. 1873, Robert Whitehead.—Dec. 23, Accidental Literature of the War, D. A. S. [Roman parallels].  
 Tennessee College, Bulletin of—March, Reflections on Re-reading Vergil, Emily H. Dutton.  
 Times (London) Educational Supplement—Oct. 19, (E. E. Robinson, The Days of Alkibiades); (Walters, Conway, and Daniel, Deigma, a First Greek Book); Pronunciation of Latin, J. S. Barnes.—Oct. 26, Classical and Modern Sides, R. N. Haygarth.—Nov. 2, Classical and Modern Sides, J. F. Roxburgh; Languages in Germany, R. F. Jones.—Nov. 9, (R. A. A. Beresford, Roman Life and Customs, a Latin Reader); (J. H. Breasted, Ancient Times, a History of the Early World); Classical and Modern Sides, R. N. Haygarth, "Modern".—Nov. 16, The Word Humanism, E. Ray Lankester.—Nov. 23, The Word Humanism, J. J. Findlay.—Nov. 30, The Word Humanism, E. Ray Lankester, F. P. B. Shipham, Cloudeley Brereton.—Dec. 7, Voluntary Latin; The Word Humanism,

- J. J. Findlay.—Dec. 14, The Word Humanism, E. Ray Lankester and H. M. Beatty; The Pronunciation of Latin, R. L. Turner.—Dec. 21, A Defence of Classics = (R. W. Livingstone, A Defence of Classical Education); Democracy and Greek; Down with Demosthenes.
- Times (London) Literary Supplement—Nov. 24, A Classical Dictionary, John Murray [a comparison of Walters' A Classical Dictionary, with the various issues of Smith's Dictionary].—Dec. 1, The Classics on the Somme, E. G. Selwyn.—Dec. 8, (H. B. Walters, A Classical Dictionary).—Dec. 15, Plutarch's Lives = (Translation by B. Perrin, Vols. 3 and 4, in Loeb Classical Library); (Maurice Emmanuel, The Antique Greek Dance, Trans. by Harriet J. Bealey); The Classics on the Somme, G. A. J. Cole.
- Times (New York) Book Review—Dec. 10, Ethics of Euripides = (R. Carpenter, The Ethics of Euripides); Wonders of Antiquity = (E. J. Banks, The Seven Wonders of the Ancient World).
- Unpopular Review—Jan.-Mar., Oedipus and Job [Non-classical ethical discussion involving the Oedipus problem].
- Zion's Herald, Boston—Oct. 25, The Renaissance of Sappho, E. J. Carpenter.

## V

- Bibliotheca Sacra—Oct., (W. S. Fox, The Mythology of all the Races. Vol. 1, Greek and Roman).
- Columbia Alumni News—Feb. 2, Teachers College Establishes a New Experimental School, C. B. Upton [Exposition of the Scheme for the so-called Modern School].
- Contemporary Review—Jan., Classical Education = (R. W. Livingstone, A Defence of Classical Education); (A. Grant, Historical Introduction to the Private Law of Rome).
- Dial—Jan. 11 (A. D. F. Hamlin, A History of Ornament, Ancient and Medieval).
- Fortnightly Review—Jan., A Half-Hour with Ovid, W. S. Lilly.
- Literary World—Jan. 4, (The Minor Poems of Vergil, Translated by J. J. Mooney).
- Mid-West Quarterly—Oct., The Philosophy of Tragedy, H. B. Alexander.
- Monist—Jan., Greek Ideas of an Afterworld, O. O. Norris.
- North American Review—Feb., Religion and Art: Some Main Problems of Recent Archeology, V. Lee.
- Recueil des Travaux Relatifs à la Philologie et à l'Archéologie—xxxviii. 1-2, Une Petite Horloge Astronomique Gréco-Egyptienne, H. Sottas [illustrated]; Herodotus, G. Maspero.
- Revue Critique—Jan. 6, (J. Drever, Greek Education).
- Revue Métaphysique et de Morale—Sur la Conception Épicurienne du Progrès, L. Robin.
- Revue Universitaire—Jan., Les Humanités, L. Joliet; L'Explication Méthodique du Latin, F. Gaffiot.
- Saturday Review—Dec. 23, The Roman Poet of Science (W. E. Leonard, T. Lucretius Carus: A Metrical Translation); Jan. 6, Latin and Greek [correspondence]; Jan. 13, Classical Education (R. W. Livingstone, A Defence of Classical Education); Latin and Greek [correspondence].
- Science—Feb. 2, School of the General Education Board [The Flexner Modern School].
- South Atlantic Quarterly—Jan., The Influence of Nonnus on 19th Century English Literature, Wm. Chislett, Jr.
- Spectator—Jan. 6, Two Quotations from Ovid, A. J. B. [correspondence: a reply to President Wilson from classical sources]; Jan. 13, New Volumes of the Loeb Library.
- Times (N.Y.) Review of Books—Feb. 4, Eleusis = (L. V. Ledoux, The Story of Eleusis); Loeb Library (notes on several additions).

## THE LATIN LANGUAGE AND LITERATURE IN RELATION TO CULTURE<sup>1</sup>

Literature has been defined as a criticism of life; and, if this definition be accepted as true, the literature of classical antiquity can never be wholly ousted from its place in our Schools and Colleges. I need not, I am sure, do more than point out the fallacy underlying the assumption that the study of the Classics can be of no practical use. Even when one has no thought of gaining a livelihood by teaching them, their study is eminently practical. As a mental discipline the study of Greek and Latin is invaluable, to be placed second only to mathematics. . . . And here let me say that mental discipline is the true function of education.

We should not lose sight of the etymological derivation of the verb 'educate'. To educate is to train or to lead out all the powers or faculties of the soul, the intellect, the will—above all, the will—the memory, the imagination, the aesthetic faculty. The adult mind that is dissipated, unable to concentrate itself upon whatever subject is presented to it and, by laborious but joyful effort, win to its mastery, is undisciplined and therefore uneducated. Whatever, then, makes for a disciplined habit of mind must ever be considered of eminently practical use.

"Of possessions", says Aristotle, "those rather are useful which bear fruit; those liberal which tend to enjoyment. By fruitful, I mean, which yield revenue; by [enjoyable, where nothing accrues of consequence beyond the using". Let us confess at once that, for the majority of mankind, a knowledge of the Classics will not yield revenue. Hence, the possession of such knowledge cannot be called—in the Aristotelian sense—a useful possession. Useful knowledge is essential that we may gain our daily bread; liberal knowledge is equally essential that we may eat that bread in happiness. The acquiring of a knowledge of the Classics ought to be urged as the acquiring of liberal knowledge, of a knowledge, that is, that will tend to enjoyment. There will be no practical results from such knowledge as measured in terms of dollars and cents. Results there will be, but of another and infinitely better sort. When the man of affairs, who is also a lover of the Classics, has finished the day's work and seeks the sanctuary of his home, he will find that his knowledge of the Classics will act as a more powerful talisman than Aladdin's wonderful Lamp. For by means of this knowledge he may evoke from the dim past the choicest spirits of antiquity to sooth by their wit and wisdom his weary soul. Tyraeus will sing to him of patriotism in glorious hexameters whose martial rhythm, after nearly three thousand years, has power yet to make the heart beat quicker. Anacreon, Sappho, Theocritus will pipe to him on tenderer themes. He may live again the golden days of Imperial Rome, in the smoothly-flowing verses of Ovid, in the Satires of Juvenal, the Bucolics of Vergil. He may walk again the Via Sacra with Horace or listen in the Senate while Cicero in perfervid periods denounces Catiline. Who will say that this golden key that opens the doors of the past is of no real use, is not worth the efforts necessary to win it? "Whatever", says Dr. Johnson, "withdraws us from the power of our senses, whatever makes the past, the distant or the future predominate over the present advances us in the dignity of thinking beings".

But, it may be urged, all this pleasure may be mine without the drudgery of years spent over the Latin Grammar. The English language, which is mine by birth, affords me an ample field of intellectual enjoyment in which to brouse in my leisure hours. It is indeed true that there is no literature richer than the English, no poets more inspired than our own. Yet even this literature and these our poets are better understood and more keenly enjoyed by those to whom the great writers of antiquity are not unknown. The pages of Milton are replete with classical allusions; and indeed the same can be said in a lesser degree of all our great poets, with the possible exception of the greatest of them all, Shakespeare. Let anyone who loves the music of Fitzgerald's Omar read again Horace's Odes to Thaliarchus and to Leuconoe and he will be convinced that even in poetry there is nothing new under the sun; and that the Persian bard has not set forth the philosophy of unbelief in so musical a setting and so genially as old Horace sang it a millenium before him, as he wandered through the groves of Tivoli or rusticated at the Sabine Farm.

<sup>1</sup>We give here a brief outline of an address delivered, extemporaneously, at the meeting of The Classical Section of The New York State Teachers' Association, at Syracuse, December 29, 1916, by the Rev. William M. Dwyer, Rector of St. Mary's Church, Clinton, N. Y. The paper is to be published, in the stenographer's version, in The Journal, organ of The New York State Teachers' Association (the Secretary of the Association is Mr. Richard A. Searing, North Tonawanda, N. Y.).